

## **FCoE TRAINING ASSESSMENT TOOL-EXECUTIVE SUMMARY (7 JULY 13)**

<b>DATE:</b>	<b>COURSE:</b>	<b>CLASS:</b>	<b>UNIT:</b>
<b>LESSON/PFN/VER #/Date:</b>		<b>POI/APP DATE/VER #:</b>	
<b>INSTRUCTOR(S):</b>	<b># OF TIMES TAUGHT:</b>	<b>INSTRUCTOR PROPONENT CERTIFICATE: Y / N</b>	
<b>OBSERVATION START/END TIME:</b>	<b>LESSON PLAN LENGTH:</b>	<b>TRAINING SCHEDULE ALLOTTED TIME:</b>	
<b>OBSERVER(S):</b>	<b>OBSERVER'S ORGANIZATION:</b>		

**1. INSTRUCTIONAL INTENT/OUTCOMES/TLO:**

**2. LEARNING EVENT OVERVIEW (BRIEF SYNOPSIS OF EVENT):**

**3. BLUF/OVERALL ASSESSMENT OF EVENT (YOUR OVERALL KEY OBSERVATIONS & ASSESSMENTS):**

**4. OVERALL RECOMMENDATIONS:**

**5. OVERALL BEST PRACTICES:**

**FEEDBACK ON SPECIFIC FOCUS AREAS:**

**I. INSTRUCTOR PERFORMANCE FEEDBACK:**

**II. STUDENT PERFORMANCE FEEDBACK:**

**III. INSTRUCTIONAL FEEDBACK:**

**a. TRAINING EVENT**

**b. LESSON PLAN**

**IV. CADRE / LEADERSHIP SUPPORT OF TRAINING AND INSTRUCTION FEEDBACK:**

**V. ACCREDITATION STANDARDS**

MET	MET W/ COMMENT	NOT MET	N/A

**COMMENTS RELATING TO ACCREDITATION STANDARDS:**

Please rate the following areas (if <u>Not Observed</u> or <u>Not Applicable</u> enter N/A or N/O in the far right column):	Significant Shortfall	Needs Improvement	Satisfactory	Good	Excellent	N/A or N/O
<b>I. Instructor Performance Feedback</b> *denotes reinforcement of 21 <sup>st</sup> Century Soldier Competencies						
1. <b>Administrative Requirements:</b> Administrative elements set conditions for successful learning event (examples- equipment, training aids, visitor's folder etc.).						
2. <b>Subject Matter Expertise:</b> Instructor demonstrates mastery of subject matter expertise and articulates aspects of technical and common core course content.*tactical & technical competence						
3. <b>Facilitation of Learning:</b> Instructor facilitates the learning event by engaging students, summarizing important points, leading AARs, asking thought provoking questions, focusing learning and setting the conditions for critical thinking.*teamwork & collaboration; communication & engagement						
4. <b>Instructor Fundamentals:</b> Instructor demonstrates proficiency in the methods and techniques of delivery of quality adult learning educational and training venues.						
5. <b>Learning Assessments:</b> Instructor uses multiple assessments to evaluate student learning/progress and refocuses student and instruction when necessary.*lifelong learner						
6. <b>Student-Centered Focus:</b> Instructor places responsibility for learning on students by presenting engaging instruction and encouraging initiative/active participation.*critical thinking & problem solving						
7. <b>Job or Combat Applications:</b> Instructor reveals the "why" behind learning to support integration of understanding in both job and combat applications. *cultural & joint interagency, intergovernmental & multinational competence; *tactical & technical competence						
8. <b>Rigor / Challenge:</b> Instructor supports critical thinking skill development & practice by asking thought provoking questions, offering problems to solve, asking students to articulate/defend solutions and supporting creative solutions.*critical thinking & problem solving; *adaptability & initiative; *comprehensive fitness						
9. <b>Coach / Mentor:</b> Instructor coaches and mentors students by asking probing questions, providing tips, guiding and developing problem solutions.						
10. <b>Role Model:</b> Instructor acts as a Profession of Arms role model by demonstrating confidence, enthusiasm, motivation, and positive demeanor. *character & accountability; *comprehensive fitness; *lifelong learner; *cultural & joint interagency, intergovernmental & multinational competence						
11. <b>Learning Environment:</b> Instructor establishes a positive learning environment to support student interest, inquiry, learning, initiative and questioning. *teamwork & collaboration						
12. <b>Attribute Development:</b> Instructor integrates positive attribute development within lessons (self-discipline/initiative/situational awareness/leadership/etc.). *character & accountability; *cultural & joint interagency, intergovernmental & multinational competence						
13. <b>Outcomes/Objectives:</b> Instructor attains the lesson objectives and desired learning outcomes ensuring students can perform the required tasks/objectives/outcomes.						
<b>Strengths:</b>						
<b>Improves:</b>						
<b>Recommendations:</b>						

Please rate the following areas (if <b>Not Observed</b> or <b>Not Applicable</b> enter N/A or N/O in the far right column):	Significant Shortfall	Needs Improvement	Satisfactory	Good	Excellent	N/A or N/O
<b>II. Student Performance Feedback</b> <i>*denotes reinforcement of 21<sup>st</sup> Century Soldier Competencies</i>						
1. <b>Performance:</b> Students performed tasks at the expected level for the lesson. <i>*tactical &amp; technical competence</i>						
2. <b>Active Participation:</b> Students were actively engaged and involved in discussions or activities with instructors and peers. <i>* communication &amp; engagement</i>						
3. <b>Evaluation:</b> Students demonstrated learning of the subject matter through effective methods of assessment. <i>*adaptability &amp; initiative; *tactical &amp; technical competence; *lifelong learner</i>						
4. <b>Challenge / Rigor:</b> Students were challenged by the learning event. They used critical thinking skills to work through problems. <i>*adaptability &amp; initiative; *critical thinking &amp; problem solving; *cultural &amp; joint interagency, intergovernmental &amp; multinational competence; *tactical &amp; technical competence; *comprehensive fitness</i>						
5. <b>Attribute Development:</b> Students received feedback on attribute development as part of the performance feedback. <i>*character &amp; accountability; *cultural &amp; joint interagency, intergovernmental &amp; multinational competence</i>						
6. <b>Responsibility:</b> Students understood and accepted responsibility and were accountable for their participation including: research, homework, performances, duties, deadlines. <i>*character &amp; accountability; *adaptability &amp; initiative; *teamwork &amp; collaboration</i>						
7. <b>Time:</b> Students practiced good time management: asked questions, interacted with materials, content, & students.						
<b>Strengths:</b>						
<b>Improves:</b>						
<b>Recommendations:</b>						

**III. Instructional Feedback** \*denotes reinforcement of 21<sup>st</sup> Century Soldier Competencies

Please rate the following areas (if Not Observed or Not Applicable enter N/O or N/A in the far right column):

Significant Shortfall	Needs Improvement	Satisfactory	Good	Excellent	N/A or N/O
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**III.a. Training Event Feedback**

1. <b>Training Event Intro/Lead-In:</b> The training event set the stage for learning by having clearly articulated objectives and how it's connected to the job performance. *communication & engagement					
2. <b>Instructional Methods:</b> The selected method of instruction(s) effectively supported the attainment of the learning objectives. *communication & engagement					
3. <b>Instructional Media:</b> The instructional media supported the achievement of learning objectives and outcomes.					
4. <b>Assistant Instructor(s):</b> The assistant instructor(s) supported the instructor and the students. *communication & engagement; *tactical & technical competence; *comprehensive fitness					
5. <b>Problem Solving:</b> The problem solving opportunities of the instruction supported understanding, including long term retention of the presented concepts. *critical thinking & problem solving; *adaptability & initiative;					
6. <b>Learning Environment:</b> The learning environment was positive and fostered conditions for extended questions and learning opportunities. *teamwork & collaboration; *character & accountability					
7. <b>Time:</b> There was enough time for students to ask questions and interact with materials/content and other students.					
8. <b>Training Event Summary:</b> The training event contained a review to support reflective learning and to solidify performance. *communication & engagement					
9. <b>Overall Training Event Effectiveness:</b> The instructional event supported achieving key learning objectives and outcomes in an engaging or challenging manner.					

**Strengths:**

**Improves:**

**Recommendations:**

Please rate the following areas (if <b>Not Observed</b> or <b>Not Applicable</b> enter N/O or N/A in the far right column):	Significant Shortfall	Needs Improvement	Satisfactory	Good	Excellent	N/A or N/O
<b>III.b. Lesson Plan Feedback</b>						
1. <b>Lesson Plan Intro/Lead-In:</b> The lesson plan contained a lead-in that set the stage for the learner. It prepared the student for the lesson. *communication & engagement						
2. <b>Instructional Methods:</b> The chosen instructional methods supported the attainment of learning objectives. *communication & engagement						
3. <b>Instructional Media:</b> The chosen instructional media supported the achievement of learning objectives and outcomes.						
4. <b>Training Resources:</b> Captured all required training resources necessary to effectively and efficiently achieve the learning objectives.						
5. <b>Attribute Development:</b> All desired attributes were represented in the achievement of learning objectives or outcomes. *character & accountability						
6. <b>Combat / Job Application:</b> The lesson plan clearly articulated the rationale supporting learning objectives to students. *tactical & technical competence; *adaptability & initiative;						
7. <b>Student-Centered Focus:</b> The lesson plan supported student adoption of performance standards and supporting attitudes. *teamwork & collaboration						
8. <b>Problem Solving:</b> The problem solving opportunities of the instruction supported understanding including long term retention of the presented concepts. *critical thinking & problem solving; *adaptability & initiative; *adaptability & initiative;						
9. <b>Rigor / Challenge:</b> The lesson plan supported achieving key learning objectives and outcomes in an engaging or challenging manner. *critical thinking & problem solving; *adaptability & initiative; *comprehensive fitness						
10. <b>Evaluation and Assessment:</b> The method of student evaluation was rigorous enough to discriminate among multiple levels of ability or performance. *critical thinking & problem solving; *lifelong learner						
11. <b>Lesson Plan Summary:</b> The lesson plan contained a standalone review to solidify performance.* communication & engagement						
12. <b>Lesson Plan Link to Overall Course Outcomes:</b> The lesson plan and chosen method of instruction supported the intended outcomes.						
<b>Strengths:</b>						
<b>Improves:</b>						
<b>Recommendations:</b>						

Please rate the following areas (if <u>Not Observed</u> or <u>Not Applicable</u> enter N/A or N/O in the far right column):	Significant Shortfall	Needs Improvement	Satisfactory	Good	Excellent	N/A or N/O
<b>IV. Cadre / Leadership Support of Training and Instruction</b>						
1. <b>Resources:</b> The instructor's organization ensured support of training. The following areas support the course outcomes/objectives:						
<b>1a. Instructors:</b> The instructor to student ratio met the lesson plan requirements. If needed, there was a request and/or approved waiver in place.						
<b>1b. Facilities:</b> The facility was conducive to learning. At a minimum it should include the proper size, lighting, climate control, and proper setup with adequate furnishings.						
<b>1c. Equipment:</b> The equipment for the students met the requirements for the lesson plan. If not there was an ESR waiver request and/or waiver in place.						
<b>1d. TADSS:</b> The classroom/instructor had the proper visual aids to enhance the lesson requirements.						
<b>1e. Sims/Training Areas/Ranges:</b> These areas supported the lesson outcomes/objectives of the course.						
2. <b>Unit Instructor Observations:</b> The cadre and chain of command observed instruction and provided constructive feedback.						
3. <b>DOTD Support:</b> The Training Developer(s) have observed the instruction conducted in the class.						
<b>Strengths:</b>						
<b>Improves:</b>						
<b>Recommendations:</b>						

### VISITOR FOLDER JOB AID

Visitor Folder Minimum Requirements TRADOC REG 350-18 (Para. 4-5)	Present	Not Present	Other	N/A	Comments
Visitor sign-in log					
Class roster (ATRRS R2 report minus SSNs)					
Training schedule					
Course POI and CMP					
Current lesson plan					
Instructor credentials, to include: (1) Copy of the instructor's proponent certification or a copy of the memorandum to the proponent requesting certification. (2) Appropriate operator's permit, as necessary.					
Visitor's Observation Form (*)					
Composite Risk Management worksheet (CRM)					
Waivers (ISR/ESR) (**)					

(\*) Note date of last signed class evaluation; specify by whom evaluated (e.g. Chain of Command, instructor supervisor, QAO, etc.)

(\*\*) According to TRADOC Regulation 350-18, waivers (ISR/ESR) are not required to be placed in the Visitor Folder; however, it is a logical place to consolidate classroom material.

V. ACCREDITATION STANDARDS:	APPLICABLE CRITERIA	MET	MET WITH COMMENT	NOT MET	N/A
<b>AEAS-6 Facilities and Environment:</b> Facilities and environment are conducive to learning. (Note: includes classrooms, shop areas, learning facilities, and mission-related environmental issues.)	e, f				
<b>AEAS-7 Operational Environment:</b> Students perform training and education tasks under appropriate Operational Environment (OE) conditions.	b, c, d, g				
<b>AEAS-13 Safety:</b> Institution implements risk management and TRADOC safety and occupational health program requirements.	a, b				
<b>AEAS-17 Staff and Faculty:</b> The institution has the faculty and staff needed for effective, high-quality programs.	a, b, c, e, f, g				
<b>AEAS-18 Educational Programs:</b> The institution demonstrates responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.	d, e, g, h, l, j, m, o				
<b>AEAS-20 Leader Development:</b> Institution's climate, culture, and curriculum foster the development of leaders of character and presence; with intellect; who lead, develop and achieve.	a, b, c, e, f, g, h, i, j, k, l, m, n, o, p, q, s				
<b>AEAS-21 Lessons Learned:</b> Institution understands and trains the lessons learned (L2) concepts as outlined in AR 11-33, and integrates collected and analyzed observations, insights, and lessons (OIL) into education and training.	a				
<b>AEAS-23 ADDIE-Design:</b> Institution designs individuals training and education that includes individual training strategies and design of training programs, courses, and products.	d, f				
<b>AEAS-24 ADDIE-Development:</b> Institution converts course design into the training products and materials required to implement the course.	b, c				
<b>AEAS-27 Staff Development:</b> Institution has a program(s) and process (es) in place to develop its assigned personnel (those on TDA and contractors as appropriate).	g				
<b>AEAS-28 Training Support:</b> Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.	a, b, d				